

Grade 2 Persuasive/Opinion Rubric

| | DOES NOT MEET (1) | 1.5 | ALMOST MEETS (2) | 2.5 | MEETS (3) | 3.5 | EXCEEDS (4) |
|--|--|--|---|--|-----------|-----|-------------|
| Persuasive | <p>____ The writing is not focused on the opinion, and there is little or no arguments.</p> | <p>____ The writing is somewhat focused on the opinion. The writing is loosely organized, partially addresses the prompt and/or lacks closure.</p> | <p>____ The writing is generally focused on the opinion. The writing is organized and addresses the prompt. The writing follows a logical sequence, uses linking words (because, and, also) and includes closure that relates to the opinion.</p> | <p>____ The writing is completely focused on the opinion and has a clear purpose. The writing is well organized and fully addresses the prompt. The writing follows a logical sequence, uses linking words (because, and, also) and includes strong closure that relates to the opinion.</p> | | | |
| Reading/ Research (when applicable) | <p>____ Lacks the use of facts and/or arguments from the text.</p> | <p>____ Attempts to use facts and/or arguments from the text.</p> | <p>____ Uses at least three facts and/or arguments from the text.</p> | <p>____ Accurately uses important at least four facts and/or arguments from reading materials.</p> | | | |
| ORGANIZATION & FOCUS | <p>____ The writing does not state the opinion or support it effectively.</p> <p>____ Spelling does not yet meet grade level expectations; does not reflect instruction thus far and is difficult to decipher.</p> | <p>____ The writing states the opinion and includes one or two relevant facts (details) and/or arguments that partially support the opinion.</p> | <p>____ The writing clearly states the opinion and includes three relevant facts (details) and/or arguments that support the opinion.</p> | <p>____ The writing clearly states the opinion and includes four relevant facts (details) and/or arguments that support the opinion.</p> | | | |
| LANGUAGE CONVENTIONS | <p>____ Little or no attention given to punctuation, capitalization, and spacing.</p> <p>____ Handwriting is barely or not legible</p> <p>____ Understanding of sentence structure is not yet evident.</p> | <p>____ Spelling approaches grade level expectations, inconsistently reflecting instruction (in phonetic patterns and high frequency words) thus far. New words are spelled semi-phonetically.</p> <p>____ Inconsistent attention given to punctuation, capitalization and spacing.</p> <p>____ Inconsistent use of correct formation and placement of letters</p> | <p>____ Spelling meets grade level expectations, reflecting instruction (in phonetic patterns and high frequency words) thus far. New words are spelled phonetically.</p> <p>____ Most uses of punctuation, spacing and capitalization are correct.</p> <p>____ Most letters reflect correct formation and placement.</p> <p>____ Uses robust vocabulary and colorful word choices.</p> | <p>____ Spelling exceeds grade level expectations, applying and generalizing instruction (in phonetic patterns and high frequency words) thus far. Many new words are spelled conventionally.</p> <p>____ Punctuation, spacing and capitalization are used correctly.</p> <p>____ Correct formation and placement of letters is used consistently.</p> <p>____ Uses robust vocabulary and colorful word choices.</p> | | | |